

2018 Accessibility Features

During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of them during instruction. A student cannot be required to use them during testing and there is no need to document their use on the answer document or in the Texas Assessment Management System for online administrations. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test.

A list of the accessibility features is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English language learner
- allowing a student to use a bilingual dictionary (word-to-word translations; no definitions or examples) on mathematics, science, and social studies assessments
- allowing a student to read the test aloud to facilitate comprehension (includes use of PVC pipe or recording device)
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
 - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
 - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- making the following assistive tools available:
 - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
 - colored overlays and the color settings for online tests
 - blank place markers and the guideline tool for online tests
 - magnifying devices and the zoom feature for online tests
 - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
 - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
 - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- allowing individual and small-group administrations
- reminding students to stay on task

- photocopying or enlarging the following non-secure test materials:
 - test administration directions
 - blank answer documents
 - the state-supplied mathematics graph paper
 - the state-supplied reference materials for grade 8 mathematics and science, Algebra I, and Algebra II (Mathematics reference materials for grades 3–7 contain rulers and may **NOT** be photocopied because the rulers could be distorted. However, reference materials without rulers can be printed from the *Help* tab in the STAAR Assessment Management System.)



Basic Transcribing

Description of Designated Support

This designated support allows a test administrator to transfer student responses onto an answer document or into the STAAR Assessment Management System for online administrations when a student is unable to accomplish this task independently.

Assessments

For a student who meets the eligibility criterion, this designated support may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criterion

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criterion and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criterion and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

The test administrator may carry out Basic Transcribing to transfer student responses onto the answer document or in the STAAR Assessment Management System for online administrations in these situations **only**.

- The student writes or circles responses in the test booklet for multiple-choice or griddable questions.
- The student points to responses in the test booklet or on the computer screen for multiple-choice questions.
- The student dictates or signs responses for multiple-choice and griddable questions.
- The student writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor for multiple-choice questions, griddable questions, or the writing prompt.
- The student uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt.

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Student responses cannot be scored unless they are recorded using a No. 2 pencil on an answer document, or recorded into the STAAR Assessment Management System for online administrations.
3. A test administrator who transcribes for a student should be trained in all transcription procedures and understand the boundaries of the assistance being provided. The role of the test administrator is to record on the answer document exactly what the student has indicated. The test administrator may not edit or alter student responses in any way and may not provide feedback regarding the correctness of the student's response.
4. Basic transcribing must be done by a trained test administrator who has signed the Oath of Test Security and Confidentiality for Test Administrator document. This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
5. When transcribing a student's responses to griddable questions, the Transcribing Griddable Questions document must be printed and provided to each student who does not use his or her answer document so that the student is aware of the maximum number of boxes available for an answer to a griddable question. Blank Transcribing Griddable Questions student documents are available online two weeks prior to testing at <http://www.TexasAssessment.com>. This separate sheet must be used by the test administrator who transfers the student's responses onto the answer document. District or campus testing coordinators must print the applicable student documents prior to testing and destroy them after transcription is complete.

6. The test administrator must indicate to the student the space allowed for his or her written compositions so that they will fit into the spaces provided when transcribed. There are 26 lines for each written composition. Twenty-six lines of handwritten text equals approximately 1,750 typed characters (not including spaces). An example of the lined page can be found on the TEA's STAAR Resources webpage.
7. The student must be given the full time allotted to complete the entire test. It is allowable for the student to review the transcription and make any edits within the time constraints of the assessment. However, if the test administrator transfers the student's final responses onto the answer document or into the STAAR Assessment Management System for online administrations after the testing period has ended, the student may not edit his or her response(s). It is recommended that the test administrator ensure that he or she can read and understand the student's intended responses prior to the student leaving the testing room.
8. For paper tests, the test administrator should write "Transcribed by (NAME) because student is eligible for this designated support" at the top of the answer document where the student identification information is located. For online tests, there is no field in which to enter this information. Documentation should be kept at the local level.
9. Secure test materials and associated student responses cannot be photocopied, scanned, or saved in order to use this designated support. Any typed or handwritten responses that include student notes, answers to multiple-choice or griddable questions, or responses to the writing prompts must be destroyed after testing. All voice recordings must be erased or destroyed after testing.
10. If a student needs the test administrator to write for reasons other than recording answers on the answer document or in the STAAR Assessment Management System (e.g., make notes in the test booklet) or needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials policy.
11. For information about the test administrator transcribing a student's dictated or signed responses to the writing prompts, refer to the Complex Transcribing policy. For information about the test administrator recording a student's dictated math scratch work, refer to the Mathematics Scribe policy.
12. For information regarding the role of a test administrator who transcribes for a student who uses braille or large-print test materials, refer to the General Instructions for Administering Braille State Assessments document and the General Instructions for Administering Large-Print State Assessments document, located on the TEA's Accommodation Resources webpage.
13. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document, located on the TEA's Accommodation Resources webpage.
14. Spell-check, word predictor, and all other special features must be disabled when a student types responses to the writing prompts on a word processor, unless the student meets the eligibility criteria outlined in the Spelling Assistance policy.

15. Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If TEA allowed or approved technology-based accommodations are used by a student during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. These technology guidelines for state assessments can be found on the Accommodation Resources webpage.
16. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.



Braille

Description of Designated Support

This designated support provides brailled test materials to a student with a Visual Impairment (VI) who is unable to access printed test materials.

Assessments

For a student who meets the eligibility criterion, this designated support may be used on

- STAAR

Student Eligibility Criterion

A student may use this designated support if he or she

- ☐ routinely uses braille materials during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criterion and is documented according to district policies.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, BR must be recorded in the ACCOMM. field on the student's answer document.

Examples/Types

The state provides both contracted and uncontracted braille test materials in both English Braille American Edition (EBAE) and Unified English Braille (UEB).

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Student responses cannot be scored unless they are recorded using a No. 2 pencil on an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing policies.
3. Specific information about administering braille tests is available in the General Instructions for Administering Braille State Assessments document, located on the TEA's Accommodation Resources webpage.
4. Specific Braille Instructions (SBI) supplement the test administrator manuals. They are shipped with the individual braille kits and posted online at <http://www.TexasAssessment.com/braille>. **Test administrators must review these instructions prior to test day to ensure that the test is administered properly.** Testing irregularities could result if the SBIs are not used.
5. For students who take a braille test and are also eligible for Content and Language Supports, a request for a paper version of STAAR with embedded supports should be submitted to TEA. This request should also include the rationale for any designated supports requiring TEA approval (e.g., Complex Transcribing, Other) needed for the student. Test administrators will be provided with instructions regarding the administration of Content and Language Supports for students taking a braille test. The paper administration request document can be found on the TEA's Coordinator Manual Resources webpage.



Calculation Aids

Description of Designated Support

This designated support provides an alternate method of computation for a student who is unable to effectively use paper-and-pencil methods.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR grades 3–7 mathematics
- STAAR grade 5 science
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ receives Section 504 or special education services,
- ☐ routinely, independently, and effectively uses it during classroom instruction and classroom testing, and
- ☐ meets at least one of the following for the applicable grade.

Grades 3 and 4

- The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).

Grades 5 through 7

- The student has a physical disability that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).
- The student has an impairment in vision that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).
- The student has a disability that affects mathematics calculations. Even after intensive instruction and remediation, the student is consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems.

Authority for Decision and Required Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

This designated support may include **only**

- four-function calculator
- scientific calculator
- graphing calculator
- large-key calculator
- abacus or Cranmer modified abacus
- audio-graphing calculator
- speech-output calculator
- 0–9 addition grid without special numbers (e.g., even numbers) indicated
- grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. The use of a calculation aid as a designated support on STAAR should not replace the teaching of basic computation skills as outlined in the TEKS.
3. Calculators used by eligible students as a designated support must adhere to the guidelines set forth in the STAAR Calculator Policy on the TEA's STAAR Resources webpage.
4. Calculators are a required part of standard test administration procedures for some state assessments. For more information, refer to the STAAR Calculator Policy on the TEA's STAAR Resources webpage. For these assessments, any calculation aid listed in the Examples/Types section may be provided, along with the required calculator, to a student who is receiving special education or Section 504 services.
5. If the type of calculator used as a designated support has functions that may compromise the content being assessed (e.g., measurement conversions, fraction reduction, decimal to fraction conversion) districts must ensure that students are prevented from accessing such functions during testing.



Content and Language Supports

Description of Designated Support

This designated support allows for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of selections, test questions, and answer choices.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR

NOTE: Not available for Algebra II and English III

Student Eligibility Criteria

A student may use this designated support if

- ☐ instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and
- ☐ he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, there is no need for this designated support to be recorded in the STAAR Assessment Management System.

Examples/Types

This designated support is available **only** in an online administration as pop-ups, rollovers, prereading text, and supplementary materials.

Special Instructions/Considerations

1. Refer to the *Educator Guide to Accessibility within the STAAR Program* for more specific information about online features and supports. This guide is located on the TEA's Accommodation Resources webpage.
2. Prior to participating in the STAAR online operational assessment, students and teachers should become familiar with the embedded supports and various tools that are provided in the online tests. There are several resources that can be accessed on the TEA website, including the STAAR online tutorials and released tests.
3. Information about setting up online test sessions for students who are eligible for embedded supports can be found in the *STAAR Assessment Management System User's Guide* at texasassessment.com/technology.
4. Technology-based accommodations for a student taking an online test enable most students to test online. However, in rare instances a special request may be made to TEA for approval to administer a paper test booklet. The request for a paper test booklet should include the rationale for any designated supports requiring TEA approval needed for the student. The paper administration request document can be found on the TEA's Coordinator Manual Resources webpage.
5. For students who take a braille test and are also eligible for Content and Language Supports, a request for a paper version of STAAR with embedded supports should be submitted to TEA. This request should also include the rationale for any designated supports requiring TEA approval (e.g., Complex Transcribing, Other) needed for the student. Test administrators will be provided with instructions regarding the administration of Content and Language Supports for students taking a braille test. The paper administration request document can be found on the TEA's Coordinator Manual Resources webpage.
6. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.
7. LPACs may not consider ELL students for exit at the end of the year if they receive this designated support on a STAAR reading or writing assessment.

Content and Language Supports Guidelines

These designated supports, mainly in the form of pop-ups, rollovers, prereading text, and supplementary materials, are available on STAAR online tests only (They are not available for Algebra II or English III).

Pop-ups:

- isolate specific information in a question that corresponds to each answer choice
- isolate specific text or information in a selection that is referenced in the question or answer choices
- isolate specific information in a graphic or list that is referenced in the question
- define literary terms
- apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices
- include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed
- direct student attention to parts of the grade-specific Reference Materials
- provide clarifying information for a graphic organizer, political cartoon, or map
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations
- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language

Rollovers:

- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)
- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts

Prereads:

- offer text prior to the selection (for grades 3–8 reading, grades 4 and 7 writing, English I, and English II only)

Supplementary Materials:

- blank Punnett squares (biology only)
- writing checklists (for grades 4 and 7 writing, English I, and English II only)



Extra Time (Same Day)

Description of Designated Support

This designated support allows a student to have extra time until the end of the school day to complete a state assessment.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish

Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing,
- ☐ is unable to effectively use any accessibility features or other designated supports to address this need, and
- ☐ meets at least one of the following (which makes it necessary for the student to have more time than is allowed in the standard test administration procedures).
 - The student is a current ELL.
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
 - The student is identified with dyslexia or a related disorder per TEC §38.003.
 - The student has documented evidence of reading difficulties.
 - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a behavioral or emotional disabling condition that affects attention or focus.
 - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery.
 - The student is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of his or her typical structure and routine as possible.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. The appropriate team of people at the campus level must document eligibility for this designated support, but the documentation does not need to specify exactly how much extra time the student should be granted to complete the test.
3. The district must maintain test security and confidentiality when providing extra time to complete testing. All standard test security and confidentiality requirements must be followed. Refer to the *District and Campus Coordinator Manual* for more information.
4. A student should be allowed to continue testing until the end of the regularly scheduled school day, but cannot be required to continue testing until that time. A student should be allowed to leave the testing room when he or she has completed the test.
5. A student who receives extra time to complete his or her test may be transferred to a different location after the original testing session has ended. Testing personnel must be made aware of the monitoring requirement when students are transferred from one area to another. Students are not permitted to transport test materials outside the testing environment.
6. Extra time testing sessions should start at the beginning of the school day and may go until the end of the regularly scheduled school day for all subjects. Extra time testing sessions must **NOT** extend beyond a typical seven-hour school day for any one student. Schools that do not have typical seven-hour schedules should contact TEA for guidance.
7. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.
8. LPACs may not consider ELL students for exit at the end of the year if they receive this designated support on a STAAR reading or writing assessment.



Individualized Structured Reminders

Description of Designated Support

This designated support allows a test administrator to provide a student individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during the standard administration procedures.

Assessments

For a student who meets the eligibility criterion, this designated support may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criterion

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criterion and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criterion and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

This designated support includes but is not limited to

- paperclips or adhesive notes used to divide the test into sections
- more-frequent or less-frequent reminders of time left to test than required in the standard administration procedures
- structured reminders that are part of a behavior plan
- personal timer or clock set to remind a student to move on to the next question, page, or section or to remind a student to stop at pre-established times during the test
- index cards that have handwritten or color-coded reminders to continue working

Special Instructions/Considerations

1. General reminders to stay on task (e.g., test administrator taps student on the shoulder, test administrator verbally reminds student to continue working) are accessibility features available to any student who needs them. When a student requires more individualized structured reminders, the appropriate team of people at the campus level need to determine eligibility and document the decision in the appropriate paperwork.
2. Any type of administration in which the test administrator has to view a secure state assessment requires that the test administrator sign the Oath of Test Security and Confidentiality for Test Administrator document. This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
3. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
4. Some students might need assistance with certain reminders (e.g., inserting paperclips, setting the timer). This is allowable; however, it is preferable that the student, rather than the test administrator, direct or control the use of the reminder when possible.
5. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.



Large Print

Description of Designated Support

This designated support provides a student with enlarged test materials when he or she is unable to effectively access test materials in standard print size.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ routinely and effectively uses large-print materials, including text books, worksheets, etc., during classroom instruction and classroom testing, and
- ☐ meets at least one of the following.
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
 - The student is not able to accurately track letter to letter, word to word, or line to line.
 - The student has a physical disability which necessitates the use of large-print materials.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, LP must be recorded in the ACCOMM. field on the student's answer document.

Examples/Types

Not applicable because the state provides large-print test materials.

Special Instructions/Considerations

1. In most cases, large-print test materials should be ordered only for a student with an impairment in vision.
2. The ordering process of large-print materials will be closely monitored to ensure districts are ordering only for those students who meet the eligibility criteria.
3. Student responses on large-print tests must be transcribed onto an answer document according to the procedures outlined in the Basic Transcribing and/or Complex Transcribing policies. If this is not done, the student's test cannot be scored.
4. Specific information about large-print test materials, including the policy for students needing a test booklet in a larger print size than produced by the state, is available in the General Instructions for Administering Large-Print State Assessments document, located on the TEA's Accommodation Resources webpage.
5. Refer to the Font and Point Sizes Matrices located on the TEA's Accommodation Resources webpage for point sizes and fonts used on all state assessments.
6. Technology-based accommodations for a student taking an online test enable most students to test online. However, in rare instances a special request may be made to TEA for approval to administer a paper test booklet. The request for a large-print paper test booklet should include the rationale for any designated supports requiring TEA approval needed for the student. The paper administration request document can be found on the TEA's Coordinator Manual Resources webpage.
7. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.



Manipulating Test Materials

Description of Designated Support

This designated support allows the test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently.

Assessments

For a student who meets the eligibility criterion, this designated support may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criterion

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criterion and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criterion and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criterion and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criterion and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

This designated support includes but is not limited to

- turning test booklet pages per student directions
- positioning the ruler per student directions
- using the mouse to navigate the pages and operate the tools in an online administration per student directions
- operating technology per student directions
- highlighting per student directions
- positioning mathematics manipulatives per student directions
- recording notes in the margins per student directions (not applicable to math calculations or responses to the written composition)

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. The student must give specific directions about how the test administrator should manipulate test materials, online tools, and equipment, as well as where the test administrator should place the student's notes (e.g., next to a particular paragraph in a reading selection, underlining certain words or numbers in a question or answer choice). The test administrator may not provide feedback regarding the correctness of the student's directions.
3. Manipulating test materials must be done by a trained test administrator who has signed the Oath of Test Security and Confidentiality for Test Administrator document. This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
4. If a student needs his or her responses to test questions (i.e., multiple choice, griddable, writing prompt) transcribed onto an answer document or into the STAAR Assessment Management System for online administrations, refer to the Basic Transcribing or Complex Transcribing policies.
5. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.



Mathematics Manipulatives

Description of Designated Support

These designated supports are concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR grades 3–8 mathematics, Algebra I, and Algebra II
- STAAR Spanish grades 3–5 mathematics

Student Eligibility Criterion

A student may use this designated support if

- ☐ he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criterion and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

This designated support may include **only**

- real or play money (both heads and tails)
- clocks with or without numbers shown on clock face; the clock should **NOT** have gears
- base-ten blocks
- various types of counters (e.g., two-sided chips, blocks, numerals with printed or raised dots)
- algebra tiles; the tiles should **NOT** contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables
- fraction pieces (e.g., fraction bars, fraction circles); the fraction pieces should **NOT** contain labels (e.g., labels that show individual fractions, equivalencies, or cumulative sequence)
- geometric figures that are grade- or course-appropriate; the figures may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms; the figures should **NOT** contain words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. Providing a pictorial model of a geometric figure in one form (e.g., net) and a supplement aid of the same figure in another form (e.g., three-dimensional solid) is **NOT** allowed.

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Using mathematics manipulatives as an accommodation during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the mathematics manipulatives provide and simply need assistance recalling or visualizing the concepts.
3. The test administrator may not remind the student to use the mathematics manipulatives or explain to the student how to use them.
4. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.



Oral/Signed Administration

Description of Designated Support

This designated support allows test material to be read aloud to a student. All references to reading support during an oral administration also apply to signing during a signed administration. In addition, an online oral administration is administered via text-to-speech.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

Paper Tests

- STAAR and STAAR Spanish mathematics, science, and social studies
 - ✓ Test questions, answer choices, required reference materials (where applicable), and allowable designated supports may be read aloud to a student.
- STAAR and STAAR Spanish reading
 - ✓ Test questions, answer choices, required reference materials (where applicable), and allowable designated supports may be read aloud to a student.
 - ✗ Reading selections may **NOT** be read aloud to a student.
- STAAR and STAAR Spanish writing
 - ✓ Required reference materials (where applicable) and allowable designated supports may be read aloud to a student.
 - ✗ Revising and editing passages, test questions, and answer choices may **NOT** be read aloud to a student.
- STAAR English I, English II, and English III
 - ✓ Reading section: test questions, answer choices, and required reference materials may be read aloud to a student.
 - ✗ Reading section: reading selections may **NOT** be read aloud to a student.
 - ✓ Writing section: required reference materials and allowable designated supports may be read aloud to a student.
 - ✗ Writing section: revising and editing passages, test questions, and answer choices may **NOT** be read aloud to a student.

Online Tests

- STAAR mathematics, science, and social studies
 - ✓ Test questions, answer choices, and embedded supports can be read aloud to a student by text-to-speech (TTS).
 - ✓ Required reference materials (where applicable) and allowable designated supports may be read aloud to a student by a test administrator.

- STAAR reading
 - ✓ Test questions, answer choices, and embedded supports can be read aloud to a student by TTS.
 - ✓ Required reference materials (where applicable) and allowable designated supports may be read aloud to a student by a test administrator.
 - ✗ Reading selections **CANNOT** be read aloud to a student by TTS or a test administrator.
- STAAR writing
 - ✓ Revising passages, revising test questions and answer choices, and embedded supports can be read aloud to a student by TTS.
 - ✓ Required reference materials (where applicable) and allowable designated supports may be read aloud to a student by a test administrator.
 - ✗ Editing passages, test questions, and answer choices **CANNOT** be read aloud to a student by TTS or a test administrator.
- STAAR English I, English II, and English III
 - ✓ Reading test questions and answer choices, revising passages, revising test questions and answer choices, and embedded supports can be read aloud to a student by TTS.
 - ✓ Required reference materials and allowable designated supports may be read aloud to a student by a test administrator.
 - ✗ Reading selections, editing passages, and editing test questions and answer choices **CANNOT** be read aloud to a student by TTS or a test administrator.

Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing, and
- ☐ meets at least one of the following:
 - The student is a current ELL.
 - The student is identified with dyslexia or a related disorder per TEC §38.003.
 - The student has documented evidence of reading difficulties.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.

- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document. This indicates that an allowable designated support was made available to the student. This embedded support is automatically recorded in the STAAR Assessment Management System.

Examples/Types

Several types of oral administration are available.

Oral Administration of STAAR and STAAR Spanish Paper Tests and STAAR Braille Tests

All guidelines for oral administration apply to paper tests, braille tests, and online tests. Oral administration of these tests should only be provided to an eligible student by a trained test administrator. Test administrators must be trained in the procedures specific to an oral administration. Guidelines for providing an oral administration can be found in the Oral/Signed Administration Guidelines document located on the Accommodation Resources webpage.

Oral administration can include different levels of reading support for each eligible student. The test administrator may

- read parts of the test questions and answer choices at student request
- read all test questions and answer choices throughout the test

It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, RTI team, student assistance team) to determine eligibility and document the level of reading support the student needs in the appropriate student paperwork. A student can request a change to the level of reading support provided during testing if this option is documented. Test administrators must be made aware of the level of reading support each student is to receive and whether the student can change the level of reading support during testing, based on the documentation in the student's paperwork.

Text-to-Speech (TTS) on STAAR Online Tests

Text-to-Speech (TTS) is offered statewide as an online option for oral administration. All guidelines for oral administration apply to TTS. The TTS tool allows a student to independently select and change his or her level of reading support during the test administration.

It is recommended that students complete the STAAR online tutorial as well as practice using the release tests prior to test administration. These resources allow students to become familiar with the functionality of online tests. The tutorial and release tests are available through the STAAR Online Testing Platform. Specific information regarding setting up and managing online test sessions is available at <http://www.TexasAssessment.com/technology>.

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Any type of oral administration in which the test administrator has to view a secure state assessment requires that the test administrator sign the Oath of Test Security and Confidentiality for Test Administrator document. This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

3. It is the responsibility of the district/campus to determine the most appropriate way to group students in order to provide a proper test administration.
4. If providing an oral administration to a student taking a braille test, refer to the General Instructions for Administering Braille State Assessments document, located on the TEA's Accommodation Resources webpage.
5. If conducting a signed administration to students who are deaf or hard of hearing, test administrators should also read the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document, located on the TEA's Accommodation Resources webpage. Proctor codes will be available to district testing coordinators and assistants approximately one week prior to testing in the STAAR Assessment Management System to download and distribute to test administrators providing a signed administration of an online STAAR test.
6. Information about setting up online test sessions for students who are eligible for an oral administration (i.e., TTS) can be found in the *STAAR Assessment Management System User's Guide* at <http://www.TexasAssessment.com/technology>.
7. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.
8. LPACs may not consider ELL students for exit at the end of the year if they receive this designated support on a STAAR reading or writing assessment.



Spelling Assistance

Description of Designated Support

This designated support provides various types of spelling assistance for a student with a disability.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR grades 4 and 7 writing, English I, English II, and English III (written composition **ONLY**)
- STAAR Spanish grade 4 writing (written composition **ONLY**)
- TELPAS grades 2–12 writing

Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ receives Section 504 or special education services,
- ☐ routinely, independently, and effectively uses it during classroom instruction and classroom testing, and
- ☐ is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.

Authority for Decision and Required Documentation

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document. This indicates that an allowable designated support was made available to the student. This embedded support is automatically recorded in the STAAR Assessment Management System.

Examples/Types

This designated support may include **only**

- visual sound cards
- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced)
- spell-check function on a word processor or as an online embedded support on STAAR
- pocket spell-checker
- word-prediction software
- text-to-speech software or devices
- speech-to-text software, applications, or devices

Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. The use of spelling assistance as a designated support on STAAR should not replace the teaching of spelling skills as outlined in the TEKS.
3. Dictionaries are a required part of standard test administration procedures for some state assessments. For more information, refer to the STAAR Dictionary Policy on the TEA's STAAR Resources webpage. For these assessments, any spelling assistance listed in the Examples/Types section may be provided, along with the required dictionary, to a student who meets the eligibility criteria.
4. The spell check feature will be available in spring 2018 as a new online embedded support on STAAR for eligible students who use this type of spelling assistance.
5. If a student needs his or her typed response transcribed onto an answer document or into the STAAR Assessment Management System for online administrations, refer to the Basic Transcribing policy.
6. Districts are required to have procedures in place to prevent the use of personal cell phones and electronic devices during test administrations. If TEA allowed or approved technology-based accommodations are used by a student during testing, TEA guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. These technology guidelines for state assessments can be found on the Accommodation Resources webpage.



Supplemental Aids

Description of Designated Support

This designated support allows a student to use paper-based resources that assist in recalling information.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish

Student Eligibility Criterion

A student may use this designated support if

- ☐ he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criterion and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

Only the paper-based supplemental aids listed below are allowed on the state assessment. Examples of allowable and non-allowable supplemental aids are available in a training PowerPoint on the TEA's Accommodation Resources webpage.

All Subjects

Mnemonic Devices	A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym may be used. The subject-specific words that the mnemonic represents are NOT allowed. For example, the acronym "PEMDAS" or the phrase "Please Excuse My Dear Aunt Sally" may be used in mathematics to help a student recall the correct order of operations. However, the subject-specific words "Parentheses, Exponents, Multiplication, Division, Addition, Subtraction," as well as the mathematical symbols associated with the words, are not allowed. In social studies, the acronym "HOMES" may be used to help a student recall the names of the Great Lakes, but the names of the lakes are not allowed. In science, the acronym "ROY G. BIV" may be used to help a student recall the colors of the rainbow, but the actual colors or color words are not allowed.
Blank Graphic Organizers	Blank graphic organizers may be used. Blank graphic organizers may NOT contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.

Mathematics

Math Charts	<ol style="list-style-type: none"> 1. A number chart (e.g., 100 chart) may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is NOT allowed. 2. A grade-appropriate place value chart may be used. The chart may contain commas and decimals in the appropriate places; however, it may NOT contain place value labels (i.e., words) or numbers as specific examples.
Graphics	<ol style="list-style-type: none"> 3. Pictorial models of fraction bars or fraction circles may be used. The models should NOT contain labels (e.g., labels that show individual fractions or equivalencies). 4. Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate. In addition, a pictorial model of a geometric figure may be provided in either three-dimensional form or two-dimensional form, but NOT in both forms. The figures may NOT contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables. Providing a pictorial model of a geometric figure in one form (e.g., net) and a manipulative of the same figure in another form (e.g., three-dimensional solid) is NOT allowed.

Written Composition (grades 4 and 7 as well as English I, English II, and English III)

Grammar & Mechanics Rules	A list of grade-appropriate grammar and mechanics rules may be used. The list may NOT contain any specific examples.
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Science

Graphics	<ol style="list-style-type: none"> 1. Graphics of scientific concepts may be used. The graphics may NOT contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables. 2. Formula triangles representing relationships between variables may be used. Only formulas that appear on the appropriate state-supplied reference materials may be represented. The triangles may only include variables; for example, a triangle showing the relationship between mass, density, and volume can contain only the variables m, D, and V. Symbols for mathematical operations (e.g., \times, \div) are NOT allowed.
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Social Studies

Graphics	<ol style="list-style-type: none"> 1. Blank maps may be used. Blank maps may NOT contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps. 2. Timelines may be used if they contain only dates. Labeling the events connected with those dates in any way is NOT allowed.
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Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Supplemental aids can be provided in the language that is most appropriate for the student.
3. Colors may be used in a supplemental aid to enhance readability or improve tracking but may **NOT** be used as a label.
4. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.
5. Using a supplemental aid as an accommodation during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.
6. Supplemental aids should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.
7. The test administrator may not remind the student to use the supplemental aid or explain to the student the information included on the supplemental aid.

8. The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful when used during the state assessment.
9. If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.
10. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.



Complex Transcribing

Description of Designated Support

This designated support allows a test administrator to record onto an answer document or in the STAAR Assessment Management System for online tests a student's dictated or signed responses to the writing prompts when a student with a disability is unable to accomplish this task independently.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR grades 4 and 7 writing (written composition **ONLY**)
- STAAR Spanish grade 4 writing (written composition **ONLY**)
- STAAR English I, English II, and English III (written composition **ONLY**)
- TELPAS grades 2–12 writing

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- ☐ routinely and effectively uses this designated support during classroom instruction and classroom testing,
- ☐ is unable to effectively use Basic Transcribing to address this need, and
- ☐ meets at least one of the following.
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
 - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the STAAR Assessment Management System for online tests.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

The test administrator may carry out Complex Transcribing **only** when the student dictates or signs his or her responses to the writing prompts for the test administrator to transcribe. This includes transcribing the student's prewriting if applicable.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.
2. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
3. TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to transcribe the student's responses to the writing prompts, including how to indicate the student's spelling, punctuation, and capitalization. A test administrator who transcribes for a student must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.
4. Complex transcribing must be done by a trained test administrator who has signed the Oath of Test Security and Confidentiality for Test Administrator document. This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
5. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials policy.
6. For information regarding the role of a test administrator who transcribes for a student who uses braille or large-print test materials, refer to the General Instructions for Administering Braille State Assessments document and the General Instructions for Administering Large-Print State Assessments document, located on the TEA's Accommodation Resources webpage.
7. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document, located on the TEA's Accommodation Resources webpage.
8. For grades 2–12 TELPAS writing, an Accommodation Request Form does not need to be submitted for a student that meets the eligibility criteria for Complex Transcribing. Since the writing samples included in a TELPAS writing collection come from authentic classroom activities, the same accommodation routinely used during classroom instruction is acceptable for the writing samples used in a TELPAS writing collection. Note that the samples chosen to be included in a TELPAS writing collection must still adhere to the guidelines listed in the TELPAS Rater Manual. In addition, the Complex Transcribing Guidelines found on the Accommodation Resources webpage should be followed when using this designated support.



Extra Day

Description of Designated Support

This designated support allows a student with a disability an extra day to complete a state assessment.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- ☐ routinely and effectively uses this designated support during classroom instruction and classroom testing,
- ☐ is unable to effectively use any accessibility features (e.g., tools to minimize distractions, individual administration, reminders to stay on task) or locally approved designated supports (e.g., extra time, individualized structured reminders) to address this need, and
- ☐ meets at least one of the following.
 - The student has a severe impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
 - The student has a severe behavioral or emotional disabling condition, the manifestation of which makes him or her unable to continue working for a prolonged period of time or during certain times of the day.
 - The student has a severe physical disability or medical condition that limits the amount of time the student is able to continue working due to severe fatigue or decreased energy and stamina.
 - The student is identified with an autism spectrum disorder and will be unable to complete the assessment in one day due to severe behavioral or emotional reactions that cannot be appropriately managed without an additional day of testing.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.

- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, XD must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.
2. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
3. Receiving an extra day to complete the test is a designated support intended for an extremely small group of students with disabilities who have a TEA-approved Accommodation Request Form.
4. For students who take the braille test and require an extra day, refer to the "General Instructions for Administering Braille State Assessments." TEA approval is not required.
5. TEA will provide additional procedures specific to the requested designated support with any approved Accommodation Request Form.
6. The district must maintain test security and confidentiality when providing an extra day to complete testing. All standard test security and confidentiality requirements must be followed. Refer to the *District and Campus Coordinator Manual* for more information.
7. Students will only be permitted to test over two regularly scheduled, consecutive school days. Each day of testing must not extend beyond seven hours.



Mathematics Scribe

Description of Designated Support

This designated support allows a test administrator to record a student's dictated mathematics scratch work and computations when a disabling condition prevents the student from accomplishing this task independently.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR grades 3–8 mathematics, Algebra I, and Algebra II
- STAAR grades 5 and 8 science and biology
- STAAR Spanish grades 3–5 mathematics
- STAAR Spanish grade 5 science

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

- ☐ routinely and effectively uses this designated support during classroom instruction and classroom testing,
- ☐ is unable to effectively use any accessibility features (e.g., various sizes or types of scratch paper/another workspace) or locally approved designated supports (e.g., calculation aid) to address this need, and
- ☐ meets at least one of the following.
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
 - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording scratch work and computations.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types

The test administrator may write the student's dictated scratch work and computations onto scratch paper, a chalkboard, white board, or the space in the student's test booklet. When a student uses a calculation aid as an allowable designated support or a required part of the test administration procedures, the test administrator may record intermediate steps.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.
2. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
3. The role of the mathematics scribe is to record the student's dictated scratch work and computations exactly as the student indicates. TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to carry out this designated support. A test administrator who serves as a Mathematics Scribe must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.
4. A mathematics scribe must be a trained test administrator who has signed the Oath of Test Security and Confidentiality for Test Administrator document. This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
5. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials policy.



Other

Description of Designated Support

Designated supports that fall into this category are only for students who have unique needs that are not specifically addressed with any accessibility features or designated supports located on the TEA's Accommodation Resources webpage. These designated supports are not intended to provide additional supplemental aids not listed as allowable, or for students who fail to meet established eligibility criteria for designated supports.

Assessments

Depending on the request, Other designated supports may be used on

- STAAR
- STAAR Spanish
- TELPAS

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if

- ☐ the student routinely, independently, and effectively (if applicable) receives this designated support during classroom instruction and classroom testing, and
- ☐ the student is unable to effectively use any accessibility features or designated supports to address this need.

Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student. Special instructions sent with an approval may indicate additional information that should be recorded.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will **NOT** be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA's Student Assessment Division at 512-463-9536 for further instructions.
2. Depending on the designated support, a student may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
3. TEA may provide additional procedures specific to the requested designated support if approved.
4. For students who require test materials in a size larger than the state-supplied large-print test materials, refer to the General Instructions for Administering Large Print State Assessments document and the Font and Point Size Matrices for STAAR, STAAR Spanish, and TELPAS document. Some students may need double-sided test materials photocopied into single-sided sheets because they have a physical disability that prevents them from effectively manipulating test materials printed on both sides of the paper or turning the pages in a test booklet, or because they have a disability that necessitates test materials be presented in a printed format other than a test booklet in order to prevent behavioral outbursts or other severe behaviors that could interfere with completion of the test. In these rare cases, an Accommodation Request Form for Other should be submitted to TEA.